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AUTHOR Strickler, Sally Ann; And Others
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ABSTRACT

This report presents the results of a study of the Extended Campus Library Services program at Western Kentucky University (WKU), which was conducted by a committee appointed by the Director of University Libraries. A description of the program's goals and objectives is followed by a review of the extended campus programs in relation to similar programs at other universities and to criteria prescribed by accreditation standards. The third section describes the background of a faculty senate resolution on the Helm-Craven Library Extended Campus Service and the library response to and outcome of the resolution. An outline of current services for extended campus students is provided in the fourth section, including finding tools, document delivery, and citation identification assistance. A detailed description of the current process to provide reference assistance is followed by a sample of responses to a survey in which selected WKU extended campus students were asked to evaluate the service. The committee's recommendations, an outline of a 5-year plan (1989/90-1993/94) for expanded Extended Campus Library Services, and a description of future service plans are included. Appendixes include guidelines for Extended Campus Library Services, a copy of the faculty senate resolution, program statistics, the evaluation questionnaire, and the 5-year plan, including provisions for staffing changes, resource acquisitions, enhancing access to collections, and program evaluation and needs assessment. (GL)

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REPORT ON EXTENDED CAMPUS LIBRARY SERVICES

1989

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REPORT ON EXTENDED CAMPUS

LIBRARY SERVICES

Sally Ann Strickler, Chair
Terri Baker
Dana Boden
Harley Brooks
Brian Coutts
Blake Landor
Marv Leavy
Elaine Moore
Gay Perkins
Fina Simpson
Evelyn Thurman
Peggy Wright

Extended Campus Library Services Committee

May 1989

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INTRODUCTION

Extended Campus Library Services for Western Kentucky University students began in the 1987 fall semester. Featuring a toll-free number to call to request materials and assistance and delivery of materials by mail, courier, or telefax, the service was an immediate success. Since that time over 3,000 toll-free calls have been received requesting service and over 20,000 citations, either books or articles, have been delivered to our extended campus students.

It is timely and appropriate that a committee appointed by the Director of University Libraries make a thorough study of what has been described as a model program. WKU Extended Campus Library Services has been the subject of several presentations at professional meetings and a number of publications. The innovative nature of the services has been instrumental in satisfying the information needs of the WKU students and faculty involved in extended campus education.

GOALS AND OBJECTIVES

The goal of Extended Campus Library Services is to provide campus-quality services to extended campus students. Overall objectives include the provision of ongoing information about the services available, the actual provision of the services, and the instruction of extended campus students in the use of library resources.

STANDARDS/ACCREDITATION

In fulfilling its charge of reviewing accreditation

standards in relation to the University Libraries' extended campus library service program as well as to programs nationwide, the committee examined regional and professional associations' accreditation standards and compared the library services offered by a dozen other universities' extended campus programs. Findings confirmed that the combination of services offered by the University Libraries' extended campus program are similar to those offered by other universities across the country and satisfy the criteria prescribed by accreditation standards.

While the Association of College and Research Libraries (ACRL) has published guidelines for extended campus library services since 1957 and has incorporated a separate standard aimed at off-campus users in its "Standards for College Libraries" since 1975, it has only been recently, in response to rapidly growing off-campus enrollments, that regional accreditation associations have developed specific library standards addressing off-campus students' needs. The Southern Association of Colleges and School's (SACS) 1989 sixth edition of its Criteria for Accreditation now contains a separate standard entitled "Library Resources at Off-Campus Sites" under the Library section of "Educational Support Services." It reads in part:

> "At any off-campus location where credit courses are offered, an institution must ensure the provision of and access to adequate learning resources and services required to support the courses, programs and degrees offered."

The previous 1983 revision of the SACS standards alluded to off-campus services under the Library Services Standard stating:

> "An institution must provide appropriate library services at off-campus locations where credit courses are offered to insure that these courses receive the same level of library support as that given to equivalent on-campus courses."

A sampling of the current editions of other regional accrediting associations' standards shows that all include criteria for off-campus library services, either as a separate standard or under the broader standard of library services. Professional association accreditation standards for the American Assembly of Collegiate Schools of Business (1988-89) and for the National League for Nursing (1983) were also reviewed. Their standards only address the availability of library materials in general and do not specifically mention off-campus users. It seems only a matter of time, however, that these professional associations, too, will develop specific off-campus library services standards as have the regional associations.

Included in this report (Appendix I) is a copy of the recently revised "Guidelines for Extended Campus Library Services" prepared by an American Library Association Task Force. Hearings on these proposed guidelines will be held at the upcoming ALA National Conference in Dallas.

EXTENDED CAMPUS LIBRARY SERVICES AT OTHER UNIVERSITIES

The committee reviewed the off-campus library services and procedures of a dozen other universities nationwide as presented in the literature and at the ACRL's National Conference program April 7, 1989, entitled, "Serving the Information Needs of Off-Campus Students." All programs offer services remarkably similar to those currently offered by the University Libraries with

procedural variations dictated by individual institutions' physical facilities and geographic location.

Those programs most directly comparable to Western's are those serving the needs of off-campus students in rural areas such as those of the Southern Illinois University at Carbondale; the University of South Carolina at Columbia and at Allendale; the University of Southern Mississippi Gulf Coast Regional Campus; and the University of Wyoming. Like Western's, each of these programs offer a combination of services which include document delivery via courier, U.S. mail and/or telefax and reference assistance via a toll-free telephone number.

The most common form of reference assistance consists of the provision of subject bibliographies utilizing computerized periodical literature indexes. Whether the actual selection of titles for document delivery from the bibliography is done by the student or the reference librarian varies from institution to institution, but all limit the resultant document deliveries to 10-20 items.

FACULTY SENATE "RESOLUTION ON THE HELM-CRAVEN LIBRARY EXTENDED CAMPUS SERVICE"--BACKGROUND, LIBRARY RESPONSE AND OUTCOME

Background

On February 3, 1989, the Executive Committee of the Faculty Senate requested that the Academic Affairs Committee investigate the research services WKU provides extended campus students and, if appropriate, draft a resolution to respond to the concern that the reference librarians were 'doing the students research'

(Appendix II). The Academic Affairs Committee chair instructed the Earth andd Health Sciences Reference Librarian (a member of the committee) to gather information and support materials pertaining to the service for the committee's study. After a thorough review of the service and considerable discussion, the committee responded February 28, 1989, with a memorandum to the Executive Committee itemizing their findings and concluding that a resolution was not justified (Appendix III).

The Executive Committee rejected the AAC report and at the next Faculty Senate meeting, March 16, The Senate Chair distributed 'A Resolution on the Helm-Craven [sic] Library Extended Campus Service' which called for discontinuation of ". . . the practice of assigning reference librarians to assemble bibliographies for off-campus students. . ." (Appendix IV). Due to a full agenda, the resolution did not receive a first reading until a later recessed meeting on March 30 at which the Senate Chair requested that any discussion be restricted to clarifying the intent of the resolution and that discussion pertaining to its merit be held until the second reading at the next Senate meeting. The resolution passed with no discussion. A backlog of unfinished business, however, delayed the second reading until three meetings later when a new Faculty Senate convened for its first meeting on April 25.

Library Response and Outcome

After the second reading of the resolution before the new Senate by the former Senate Chair, the Earth and Health Sciences

Reference Librarian reviewed the history of the resolution, including the Academic Affairs Committee's report, and presented the Libraries' response (Appendix V) which explained that the reference assistance provided was consistent with that offered by off-campus programs nationwide in an effort to assure off-campus students library resources equitable to those available to on campus students as mandated by current accreditation standards. After forty minutes of discussion, including comments from the Coordinator of Library Instruction, and the Education Reference Librarian, (both Senate members), the Senate concluded that the reference assistance provided extended campus students was appropriate in light of limited off-campus library resources and voted overwhelmingly against the resolution.

PRESENT SERVICES FOR WKU EXTENDED CAMPUS STUDENTS

At the present time WKU offers the following services for extended campus students:

A. Finding tools

The University Libraries have placed at the Owensboro and Glasgow extended campus centers indexes appropriate to the subjects taught at those centers, such as business, education and nursing. COM catalogs of the University Libraries holdings are available at all extended campus centers and at public libraries throughout the region.

B. Document Delivery

1. Students may call the University Libraries Circulation Unit toll free with citations for books and/or periodical

articles. The extended campus staff will locate books and charge them to the student and/or copy the periodical articles for transmission to the student. Materials on reserve for classes on the main campus are also copied and sent to the off-campus student.

2. Materials are sent in the following ways: Articles may be mailed to the student's home, telefaxed to the Owensboro or Glasgow Center, or sent by courier to the two centers. Books may either be mailed or delivered by courier.

C. Citation identification assistance

Extended campus students needing assistance in locating/identifying citations on his/her topic may call the toll-free number. Circulation staff then ascertains a time for call-back after taking appropriate information (name, address, phone number, etc.). A librarian then calls the student back to clarify the topic of his research, points out the location of appropriate indexes and bibliographic tools near the student's home or classes, searches printed and/or computer indexes to find articles, performs an on-line search if the student so requests and at the student's expense, determines availability of journal titles, locates appropriate books listed in the COM catalog, and then passes the result of this effort to the extended campus staff for transmission of materials to the student.

Appendix VI presents statistics indicating the popularity of the extended campus library service. Appendix VII is a graph depicting the percentage of the total requests for service which require reference assistance.

REFERENCE ASSISTANCE

The following is a detailed description of the current process to provide reference assistance for WKU extended campus students:

A. Incoming 800-number phone requests from extended campus students for reference help are taken by Circulation Unit staff. Completed request forms are in a tray in the Extended Campus Service Area. The Extended Campus Librarian or staff member checks these forms daily to ensure both the eligibility of the requestor and the need for reference assistance. The extended campus student indicates a preferred time for a return call to refine the nature of the service needed.

B. The librarian responsible for service during a particular call-back period checks the holding tray prior to the assigned time for making return calls. Another check during the time period for freshly received requests for call-back during the time slot is made.

C. The librarian calls student(s) from his/her own office phone if it has outside dialing capability. The librarian may also use the phone in Helm 106 which has many outside lines. If the librarian is unable to reach the student, the form is returned to the holding tray initialed by the librarian noting calling attempts.

D. When the student is contacted, the librarian ascertains as exactly as possible the need for information. Students living in or near Glasgow or Owensboro or taking classes there are

informed of periodical indexes in those two centers: Students are urged to use those indexes for future citation needs. Students are asked the number of books and/or articles needed for their assignment. If they specify a number greater than ten, then they are informed of the upper limit of ten items per request which the library faculty and staff will search and provide for them.

E. The search request is recorded in the reference assistance log in Helm 106 immediately after establishing the student's need. The number of the request is posted on the log and the request form. The status of a request may be tracked by the use of information posted in the log.

F. The librarian identifies the citations necessary to complete the request within the deadline negotiated with the student. Because most of the requests will be for a selection of articles/books on a specific focus, the following are a few guidelines for such reference help. The librarian:

1. May check the reference assistance log to see if an identical search has been completed. This log and logs of prior semesters, as well as a subject card index through July 1988 are kept in the Helm 106. The master file of completed extended campus student requests is kept in the Extended Campus Service Unit. The librarian judges the citations attached to the older request to see if they serve the current patron.
2. Uses appropriate CD ROM indexes to generate citations for topics; utilize customized lists of

journals held at University Libraries to select those articles to be copied by Circulation staff. CD-Rom citations are to be printed in brief format.

3. Uses COM Subject Update and/or TOPCAT to identify recently published bibliographies in the Reference Room which could serve as "one stop" sources of articles/books.
4. Uses CRT to determine if relevant books are checked out and LINX to determine the availability of journals containing selected citations. The librarian may ask the Reference Room Assistant if he/she has student time available to do this checking.

G. Citations are appended to the request form, the reference assistance log entry is completed, and the form returned to the completed request basket in the Extended Campus Service Unit.

H. Extended campus students are welcome to identify other specific citations to items of interest in Western's collection and to submit requests for these via the toll-free number to the Circulation Unit.

In February, 1989, it was agreed that whenever the Extended Campus Librarian, Circulation Services Supervisor, or Extended Campus night assistant fields a reference assistance call, he/she may record the request fully on the form and indicate that "patron does not need call-back." This revision in procedure was begun as a transition to a policy in which a reference 'need' can

be established and refined upon initial contact.

QUESTIONNAIRE FOR EVALUATING THE SERVICE

In Spring 1988 a questionnaire was distributed to selected WKU extended campus students to seek their opinions about extended campus library services. A copy of the questionnaire is included in this report (Appendix VIII).

In answer to the request to "list library services now available to extended campus students that you find most useful" the toll free number, courier delivery, telefax service, and locating articles and books were often listed as being most useful. Specific library assistants were cited as being helpful and students also appreciated the use of Brescia College Library, the Ft. Knox Base Library, and the Ft. Knox Armor Library.

The following comments are examples of those noted in the request for "additional comments":

> "I surely hope this service will continue because it saved my life!"
>
> "I think this is great for country folk like me with no library."
>
> "I appreciate having access to the toll free number and mainly the fact that I can give the library reference department the topic I need without having call numbers. I realize the time spent researching the needed materials is much but it is often difficult to be able to go to the Library and find the needed call numbers! My thanks to WKU Reference Library! I hope it continues to extend its services to off campus students."
>
> "Although these services were not available until my last two semesters, they were very helpful. If I continue classes toward my Rank I, I will certainly take advantage of these services and would like to commend the University for at last making things a little bit easier for extended campus students."
>
> "Easy to get articles and books. Less time consuming for student - it was great!"
>
> "I greatly appreciated the service. As a full-time teacher taking nine hours the service was invaluable aid for me. I did not have to spend time driving to campus - my

time could be spent on work."

"I was thrilled with the service."

"The Reference Center did an excellent job in presenting information on how to use the Extended Campus Library Request Service. I found that very helpful living in another area and not being able to get to the school often."

"I am very impressed with every aspect of your service. It is top-rate."

"I think this service is the answer to a busy teacher's prayers! I requested approximately 10 articles through the service. The Library did not have the specific articles requested, but they sent me 20 others on the same topic which were as good, if not better. Thank you for creating this! I have recommended it to everyone I know!!"

"A great service. A savings of time and driving. The best thing to hit Owensboro graduate classes."

"I love it - this program made my research so much easier - almost painless! Thanks!"

"This service has been great for me. I have to travel from Albany, Ky. and I don't have the time and resources to locate the materials I need for my graduate courses."

"I think the staff both in Owensboro and Western do a fine job in helping students locate materials for classes at their extended campus in Owensboro. Much more helpful than in under graduate and graduate schools I have been to in the past i.e. KWC and U of L."

RECOMMENDATIONS

The committee urged consideration of the following recommendations in the light of almost two years experience and the Faculty Senate resolution:

A. The University Libraries should establish an ongoing advisory committee (or it should emerge from the current review committee) whose purpose will be to review the policies and procedures of the extended campus service operation. We urge representation on this committee of WKU faculty who teach extended campus courses as the ultimate success of the extended campus library service will be based upon cooperative relationships with teaching faculty. The role of library

resources in student attainment of learning objectives will be a judgement that instructors of extended campus courses will ultimately make.

B. The University Libraries should continue to support the goal of providing an equitable degree of library assistance to extended campus students relative to that of on campus students. Services cannot be identical for both populations and still be equitable due to the geographic distance of the typical extended campus student from either our or comparable library resources. Even phone lines do not totally mitigate the geographic factor. For this reason, a primarily instructional mode of reference service which might be appropriate for on campus students is not feasible for this population of students. The differences in service are, in fact, not so great as sometimes described. For example, CD-ROM technology can render ready access to bibliographic citations for both onsite and offsite users. Assisting the onsite student to use ERIC on CD-ROM is not far different from assisting the offsite user by utilizing it to find citations for them.

C. Staff time should be redeployed to the Extended Campus Services Unit or, preferably, a full-time clerical position or its equivalent should be created for this unit. The Extended Campus Librarian has become increasingly effective in the post and her "filtering" of reference service requests has definitely improved the efficiency of the service. The Circulation Services Supervisor, too, has given yeoman service in performing "front-line" reference service. Still, the committee believes that an

assignment of qualified staff to receive the initial calls and establish user needs, especially reference needs, during as many hours of library operation as possible would be a more efficient and less frustrating method of negotiating reference questions for patron and librarian alike than the current call-back procedure. Until staffing patterns change, however, we recognize that many patrons will need to be called back by reference librarians in order to refine their exact problem or topic.

D. The University Libraries should not conduct a systematic evaluation via questionnaire of extended campus faculty or student opinion during this academic year. A sense of WKU faculty reaction to the service was obtained via the Faculty Senate vote rejecting a resolution to censure current extended campus references practices. An ongoing review committee should consider methods of eliciting student feedback short of an exhaustive survey of their views.

E. The University Libraries should tap faculty opinion in the next academic year. One or two open-ended questions should be framed and sent to all WKU faculty who taught at least one extended campus course this academic year and who are scheduled to teach at least one this fall. The questions could be worded:

> "In what way, if any, has the expansion of library services to extended campus students (document delivery by mail, courier, or telefax; reference service) affected the manner in which you teach extended campus courses? In what way(s), if any, do you perceive that the expansion has affected student outcomes in these courses?"

The committee commended the Extended Campus Librarian, the Library Instruction Coordinator and subject reference librarians

for encouraging teaching faculty to notify University Libraries of their course objectives for students. These faculty also need to tell us how best in their view our services may further those objectives, in short, we encourage an exchange of views. The Libraries need to share with the WKU Administration and teaching faculty the legitimate range of services that we offer. Any limits imposed on services should be explicitly worded and justified.

A FIVE YEAR PLAN FOR EXPANDED EXTENDED CAMPUS LIBRARY SERVICES

The following five year plan for expanded extended campus library services includes items which could assist the University Libraries in achieving its goal of providing campus-quality services to extended campus students by provision of like services as well as instruction in the use of library resources to increase extended campus students' independent use of materials.

1989-90

The Russellville Public Library has expressed a need for basic Wilson indexes to assist our extended campus students. Three year backfiles of the Education Index, Business Periodicals Index, Social Sciences Index and the Humanities Index should be added. Since space is available and no additional staffing is needed, costs would be approximately $2,000 the first year and $600 thereafter.

1990-91

As incoming requests continue to increase there is a growing need for a full-time library assistant to help the Extended Campus Librarian in fulfilling requests. Cost: approximately $10,000 a year.

To provide greater access to indexes for our extended campus students, the academic version of InfoTrac should be installed in each center. A package deal for four workstations currently costs $16,000 with recurring costs in the amount of $10,000. The purchase of a fiche duplicator (cost: $3,000) would eliminate the need for the duplicate ERIC collection in Owensboro. Requested fiche could be duplicated in the main library and mailed out or sent by courier. The duplicate ERIC collection currently costs $1,800 a year.

1991-92

The addition of IAC's Magazine Collection would provide greater access in a very convenient format to almost 400 of the more frequently requested serials titles. The Collection, including a five year backfile of titles, a Kodak reader printer, and an additional academic version of InfoTrac costs $15,500 the first year and $9,500 thereafter.

To provide equivalent access to our extended campus students, TOPCAT OPAC terminals should be installed in all centers.

1992-93

Should the demands of the service continue to grow, a second full-time professional librarian should be hired. This would greatly relieve any burden currently felt by members of the

Reference Department and provide for increased bibliographic instruction sessions in more remote areas. Cost: $24,000.

1993-94

The addition of IAC's Business Collection would provide greater access in a very convenient format to more than 500 of the most frequently requested business serials. The Collection, including a five year backfile of titles, a Kodak reader printer, and an additional academic version of InfoTrac costs $16,000 the first year, $12,400 the second through fifth years, and $10,500 thereafter.

"Dial Access" will no doubt become important as more and more of our students in remote locations seek to access our TOPCAT OPAC files through the use of home computers. In addition, "Dial Order" will enable students to request books and periodical articles quickly via their home or work computers. (See Appendix IX)

FUTURE SERVICE PLANS

The Extended Campus Library Services Committee urges the University Libraries to continue to refine and improve its library services to extended campus students. Continued communication with directors of outstanding programs on other campuses can assist in our planning for the future. Central Michigan University and the University of Victoria, British Columbia, are exemplary programs which already include features which WKU's service has not been able to provide such as a program coordinator at each center to work with site professors in providing resources and instruction as well as more extensive

reference service at off-campus sites including materials collections as well as InfoTrac and other CD-ROM's.

As WKU Extended Campus Library Services continue to grow and expand these features may be incorporated into the program. An increase in library instruction sessions at each center is an immediate goal with a Saturday morning class taught once a semester at each of the four centers. A policy statement of goals and objectives needs to be formulated as well as a form for gathering use statistics at the centers and a simple instrument for users to evaluate the service they receive. The projected Glasgow Center Library will serve the fastest growing WKU extended campus region. Until it is a reality, the extended campus service will continue to provide library materials to the large number of Glasgow area students.

As predicted in the initial Report of the Task Force on Providing Library Services to Extended Campus Students, WKU Libraries faculty and staff have had the experience, enthusiasm, and energy to achieve this innovative project. As the University continues its emphasis on the off-campus educational program, the Libraries will endeavor to continue its successful system of satisfying the information needs of the students and faculty involved in extended campus education.

Guidelines for extended campus library services: Proposed revision

Prepared by the Task Force to Review the Guidelines for Extended Campus Library Services

Mary Joyce Pickett, Chair

Hearings on this draft will be held on June 25, 1989, at the ALA Annual Conference in Dallas.

The following proposed draft revision of the "Guidelines for Extended Campus Library Services" was prepared by a Task Force appointed prior to the ALA Midwinter meeting in 1988. The members are Lynn LaBrake, University of Central Florida; Barton Lessin, Wayne State University; Colleen Power, California State University, Chico; Julie Todaro, Austin Community College, Rio Grande Campus; and Mary Joyce Pickett, Illinois Institute of Technology (chair). In establishing the need for revision the task force examined the professional literature, testimony from hearings on the existing guidelines held at the July 1988 ALA Annual Conference and at the October 1988 Off-Campus Library Services Conference, input from previous users and the Extended Campus Library Services Discussion Group, and information received from regional and professional accrediting agencies.

Introduction

Library resources and services in institutions of higher education must meet the needs of main campuses, off-campus or extended campus programs, courses taken for credit or non-credit, continuing education programs, courses attended in person or by means of electronic transmission, or other programs which extend beyond the usual concept of higher education. The 1981 *Guidelines for Extended Campus Library Services*, designed to assist in the organization and provision of these resources and services were scheduled for ACRL review. The task force determined that a revision was necessary based on the following factors: nontraditional study becoming a more commonplace element in higher education; an increase in diversity of formats of information sharing and educational opportunities; an increase in the number of unique environments where educational opportunities are offered; an increased recognition of the need for library resources and services at locations other than main campuses; an increased concern and demand for equitable services for all students in higher education, no matter where the "classroom" may be; a greater demand for library resources and services by faculty and staff at extended campus sites; and an increase in technological innovations in the transmittal of information.

These revised guidelines are offered, as the previous guidelines were, in a non-prescriptive manner. They are designed to outline direction, support a process, stress overall coordination and to support the educational objectives of the extended campus program. The audience for the *Guidelines* includes library staff planning for and managing

these extended campus services, other library staff working with extended campus library staff, administrators at all levels within the educational institution, and sponsors of academic programs, as well as accrediting and licensure agencies.

Definitions

The phrase "extended campus community" covers all those individuals and agencies which are directly involved with academic programs offered away from the traditional academic campus including students, faculty, researchers, administrators, and sponsors. "Extended campus library services" refers to those services offered in support of academic courses and programs which are available at sites removed from the main campus. These courses may be taught in quite traditional or very non-traditional ways. However, they are offered away from the main campus of the institution responsible for the academic program. This definition also includes services to individuals who are involved off-campus even while receiving on-campus credit for their endeavors. The definition does not include non-traditional students pursuing on-campus academic programs. "Parent institution" refers to the institutional entity responsible for the offering of academic courses and programs off-campus; this definition is not extended to include the on-campus library as the parent of a branch library or of a non-traditional library service. "Library" is used here to denote the academic library directly associated with the parent institution offering the off-campus program unless otherwise noted.

Philosophy

This document assumes the following statements:

- The library's parent institution is responsible for providing support which addresses the information needs of its extended campus programs. This support should provide library service to the extended campus community equitable with that provided to the on-campus community.
- The library is primarily responsible for identifying, developing, coordinating, and providing library resources and services which address the information needs of the extended campus community.
- Effective and appropriate services for extended campus communities may differ from those services offered on campus. The requirements of academic programs should guide the library's responses to defined needs.
- Where resources and services of unaffiliated local libraries are to be used to support information needs of the extended campus community, the library, or where appropriate, the parent institution, is responsible for the development of contracts or written agreements with those local libraries.
- As a component of the library, the extended campus library program shall have goals and objectives that support the provision of resources and services consistent with the broader institutional mission.

Management

It is the responsibility of library management to identify, plan, and oversee library services and resources in support of extended campus programs. The library administration should:

1) assess the needs of its extended campus community for library resources, services and facilities;

2) prepare a written profile of the extended community's information needs;

3) develop a written statement of immediate and long-range goals and objectives which address the needs and outline the methods by which progress can be measured;

4) involve academic community representatives, including the extended campus faculty and students, in the formation of the objectives and the regular evaluation of their achievement;

5) determine the existing library support, its availability and appropriateness;

6) participate with administrators and teaching faculty in the curriculum development process and in course planning to insure appropriate library resources and services are available;

7) promote library support services to the extended campus community.

Additional areas of management responsibility are covered in the sections on Finances, Personnel, Facilities, Resources, and Services.

Finances

The parent institution should provide continuing financial support for addressing the needs of the extended campus community. This financing should be:

1) related to the formally defined needs and demands of the extended campus program;

2) allocated on a schedule matching the parent institution's budgeting cycle;

3) identified within the parent institution's budget and expenditure reporting statements;

4) accommodated to contractual arrangements involving external agencies, including affiliated, but independently supported libraries.

Personnel

Personnel involved in the overall management and coordination of extended campus library services may include campus and library administration, the librarian managing the services, additional professional staff in the institution, and support staff from a variety of departments. The library should provide:

1) professional and support personnel sufficient in number and of the quality necessary to attain the

goals and objectives of the extended campus program;

2) a librarian to plan, implement, coordinate, and evaluate library resources and services addressing the information needs of the extended campus community;

3) persons with the capacity and skills to identify needs and respond to them flexibly and creatively;

4) classification, status, and salary scales for extended campus library staff that are equivalent to those provided for other library employees.

Facilities

The library should provide facilities and equipment sufficient in size, number, and scope to attain the objectives of the extended campus programs. Examples of suitable arrangements include but are not limited to:

1) contracts with a non-affiliated library to provide resources and/or services;

2) an off-site library office for consultations, access to ready reference collections, electronic transmission of information, online data base searching and interlibrary loan services;

3) telephone consultation services;

4) pairing of students and faculty with a staff member who will respond to their needs;

5) a branch library.

Resources

Access to library materials in sufficient number, scope, and formats should be provided to:

1) support the students' needs in fulfilling course assignments, including required and assigned readings and research papers; and to supplement and enrich the students' academic programs;

2) support teaching and research needs of faculty;

3) accommodate other information needs of the extended campus community as appropriate.

Programs granting associate degrees should provide access to collections which meet the "Guidelines for Two-Year College Learning Resources Programs" and the "Statement on Quantitative Standards." Programs granting baccalaureate or master's degrees should provide access to collections which meet the standards defined by the "Standards for College Libraries." Programs offering doctorate degrees should provide access to collections which meet the standards defined by the "Standards for University Libraries."

Services

The library services offered the extended campus community should be designed to meet effectively a wide range of different information and bibliographic needs. Examples of arrangements which may meet these needs include:

1) reference assistance;

2) computer-assisted bibliographic and information services;

3) a program of library user instruction designed specifically to meet the needs of the extended campus community;

4) assistance with non-print media and equipment;

5) reciprocal borrowing, contractual borrowing, and interlibrary loan services;

6) prompt document delivery such as a courier system or electronic transmission;

7) publication of library services to the extended campus community. ■■

ACRL executive summary

Cincinnati was all we could think about in March; well, almost all...In between, we managed to squeeze in:

Professional development

We submitted a proposal to NEH for a series of eight humanities programming workshops, cosponsored with the Public Libraries Association, over a three-year period. The chief consultant would be Julie Virgo. Our track record over the past five years gives us reason to hope we may get funding.

Liaison and advocacy

When we received a call regarding the crisis in funding for materials expenditures in Massachusetts' publicly supported institutions of higher education, ACRL staff contacted key members in Massachusetts as well as Kate Mawdsley, our Legislation Committee chair, who spoke to Massachusetts legislators. The ALA Washington Office came to our aid, too. The situation is still not resolved, but at least our members know we can and do have ways to offer support.

JoAn Segal visited Rosary College Library School and discussed possible cooperative activities. She also addressed the LIBRAS consortium of colleges in the Chicago suburbs on issues in academic librarianship.

Research and publication

Negotiations are underway with ALA Publishing for publication of the *Manual of Output Measures for Academic Libraries*.

We signed our first network contract for *Books for College Libraries* (3d ed.) tape service. AMI-

APPENDIX II

WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY 42101

Faculty Senate

MEMORANDUM TO: Members of the Academic Affairs Committee

FROM: Fred Murphy, Senate Chair Fred Murphy

SUBJECT: Extended Campus Services

DATE: February 3, 1989

The Executive Committee of the Faculty Senate at its January 31 meeting has requested that the Academic Affairs Committee investigate the research services provided for the extended campus programs. It is our understanding that there may be some serious problems relating to the academic integrity of the service as currently provided. Should this be the case, we would hope that a resolution addressing these problems could be ready for first reading at the March meeting of the Senate.

The Executive Committee appreciates your attention to this matter.

FM:as

APPENDIX III

WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY 42101

Department of Philosophy and Religion

February 28, 1989

M E M O R A N D U M

TO: Executive Committee of the Faculty Senate
Fred Murphy, Chair

FROM: The Academic Affairs Committee
Ron Veenker, Chair

RE: Off-campus Research Assistance by Reference Librarians

I will begin by commending Elaine Moore of our committee for the very thorough and impressive job she did in preparing the committee for this study. I have enclosed a packet of the materials pertaining to the task given us by the executive committee. After reviewing all of the materials and closely questioning Ms. Moore, the committee finds that

1. Off-campus reference and research assistance by university libraries is occurring everywhere in academe; what at first appeared to us as a local problem is not.

2. Such services are not only commonplace in the United States but mandated by regional accrediting agencies everywhere (see supporting data in packet for SACS).

3. On campus students are given an impressive amount of help by reference librarians in pursuing research projects. We do not find that extended campus clients are given a significantly greater amount of help than the others enrolled at Western.

4. Any charges of academic impropriety would not be appropriate if leveled at the extended campus service alone and the committee is not of a mind to get into the issue of just precisely what is the appropriate academic service individuals should receive from a particular reference librarian.

5. The director of libraries has appointed a 12 member in-house committee to make a very thorough study of the services in question to see whether there is a need for adjustments. This committee will report to the director by May of 1989.

APPENDIX IV

A RESOLUTION ON THE HELM-CRAVEN LIBRARY EXTENDED CAMPUS SERVICE

In an interview conducted on University Journal shortly after he came to Western, Prsident Meredith was asked what he hoped people would be saying about Western after five years. Among other things, he said, "...I want the reputation of Western to be high quality. When you go there, you'll have to earn your degree.There are no gifts there. It's tough academically and you've got to work, but if you really want something you can be proud of, go to Western because the other part of what they do at Western is that they care about you. The faculty there want to work with you, they will help you. They won't spoon-feed you, but they will work with you to help you be everything you can possibly be..." (emphasis supplied)

In a commendable desire to provide help to off-campus students, Western's library has inaugurated a program of reference assistance which appears to cross the line into the kind of spoon-feeding which the President has said will not occur at Western. In addition, the program appears to contradict one of its own announced objectives: "to inform the students so that they are self-sufficient researchers and not dependent upon the reference assistance service, for the description of the service explicitly directs that a reference librarian shall "search... printed and/or computer indexes to find articles for the student" and "search... the microfiche catalog to find appropriate books". (emphasis supplied)

This means that students may use this service by calling a reference librarian and merely by indicating a topic for their research, put the librarian to work to compile students' bibliographies for them. Such a service scarcely seems likely to lead students to become self-sufficient researchers, an ammounced purpose of the program. While it may be unexceptionable for reference librarians to hunt for articles or books specifically requested by title and to dispatch them to off-campus students, it is something very different for a librarian to carry out the search for appropriate materials, which is one of the key research skills that students need to develop for themselves.

The report from the Academic Affairs committee refers to standards of accreditation as a partial justification for such a program. Nowhere, however, do these standards suggest that librarians should assemble bibliographies for students.

In view of these circumstances, therefore:

The Faculty Senate deplores, as a breach of academic integrity, the practice of assigning reference librarians to assemble bibliographies for off-campus students and urges that in the description of extended campus services there be deleted from the duties of a reference librarian under sub-section b) the materials in iii and that vi be reworded to read: "searches the microfiche catalog to find requested books."

The Senate further urges that as an expression of their professional integrity, all instructors teaching courses off-campus inform thei extended campus service at the beginning of each semester that librarians are not to compile bibliographies for any students enrelled in their classes.

HELM-CRAVENS LIBRARY EXTENDED CAMPUS SERVICE: A DESCRIPTION

A. Document Delivery

a) Students enrolled in extended campus courses call a toll-free number which connects with the WKU Helm-Cravens Library Circulation Unit.

b) When the extended campus students have already looked for and identified citations on their topic in WKU catalogs and printed indexes located in a number of regional libraries and extended campus centers, they communicate to the Helm-Cravens Library Circulation staff the required citations; the Circulation staff then locate the books and/or articles in one of WKU libraries' collections.

c) Books are then mailed to the extended campus students or (for students in Glasgow or Owensboro) sent via courier service to our extended campus centers. Articles are photocopied and, depending on the student's wishes, mailed directly to the student or sent by courier to an extended campus center, or telefaxed to the center. Extended campus students may receive up to ten articles and/or books per call. This document delivery service is free of charge for all extended campus students.

B. Reference Assistance

a) When an extended campus student feels he/she needs assistance in locating/identifying citations on his/her topic, the circulation staff take the student's name and telephone number.

b) A librarian returns the extended campus student's call at a time designated by the student. The librarian:

i. clarifies with the student the topic of his/her research;

ii. points out the existence of appropriate indexes and bibliographic tools in locations near the student's home or classes;

iii. searches printed and/or computer indexes to find articles for the student;

iv. performs an online search to meet the student's need, when necessary and at the student's expense;

v. checks the journal titles against the library's serials lists;

vi. searches the microfiche catalog to find appropriate books;

vii. passes the list of books and/or articles to the Circulation staff, who then send the items to the student.

APPENDIX V

WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY 42101

Department of
Library Public Services

TO: Faculty Senate

FROM: Department of Library Public Services

SUBJECT: Response to Resolution on Extended Campus Reference Service

DATE: April 13, 1989

The Department of Library Public Services shares the Faculty Senate's concern over the degree of reference assistance given extended campus students and, to address this concern, has been reviewing the entire service and possible alternatives during the spring semester. A final report and recommendations will be submitted to the Director of Libraries on May 15.

The WKU Libraries extended campus services developed in response to the need generated by Western's rapidly growing off-campus enrollment which has doubled since 1984 and represents nearly one-third of the off-campus enrollments of the Commonwealth's eight public universities. Western's extended campus program currently offers 285 classes taught in 32 locations throughout a predominantly rural 27-county area. The majority of class sites have meager, if any, library resources to support students' curriculum needs.

The library services currently offered are not unique to Western and reflect procedures adopted by off-campus programs across the country in an effort to satisfy the needs of the non-traditional student. While accreditation standards do not require, as your resolution states, that "...librarians... ...assemble bibliographies for students...," they do mandate the provision of services to off-campus students which are equitable to those available to on-campus students. Automation continues to change the nature of 'hands on research.' On-campus students now have access to computerized periodical literature indexes which can generate a bibliography on a desired subject in a few minutes time at the push of a button. To provide comparable service to those extended campus students unable to come to WKU Libraries, the reference librarians act as intermediaries in this process by utilizing the same computerized indexes to generate the students' requested bibliographies--in essence, pushing the button for them.

The Libraries extended campus services, including reference assistance, have enabled faculty to give their extended campus

students assignments comparable to those given on-campus students so that they can be assured of a comparable learning experience. The current program is an evolving service responding to the needs of the rural communities it serves. Like other extended campus programs nationwide, a degree of 'spoon-feeding' is necessitated by inadequate funding and meager off-campus library resources. It is feared that curtailment of the service would seriously affect our ability to meet accreditation standards as well as jeopardize the quality of education offered Western's extended campus students.

Your thoughtful consideration of this issue is appreciated.

APPENDIX VI

EXTENDED CAMPUS LIBRARY SERVICES

STATISTICS

January - December 1988 and January - April 1989 combined

DOCUMENT DELIVERY:

Telefax:	2,131 articles
Courier:	840 articles, 894 books
Mail:	10,488 articles, 890 books
Other:	113 articles, 4 books

TOLL-FREE CALLS:

2,563

REQUESTS FILLED IN CIRCULATION:

1,624

REQUESTS FILLED IN REFERENCE:

939

NUMBER OF CITATIONS:

16,412

NUMBER OF STUDENTS SERVED:

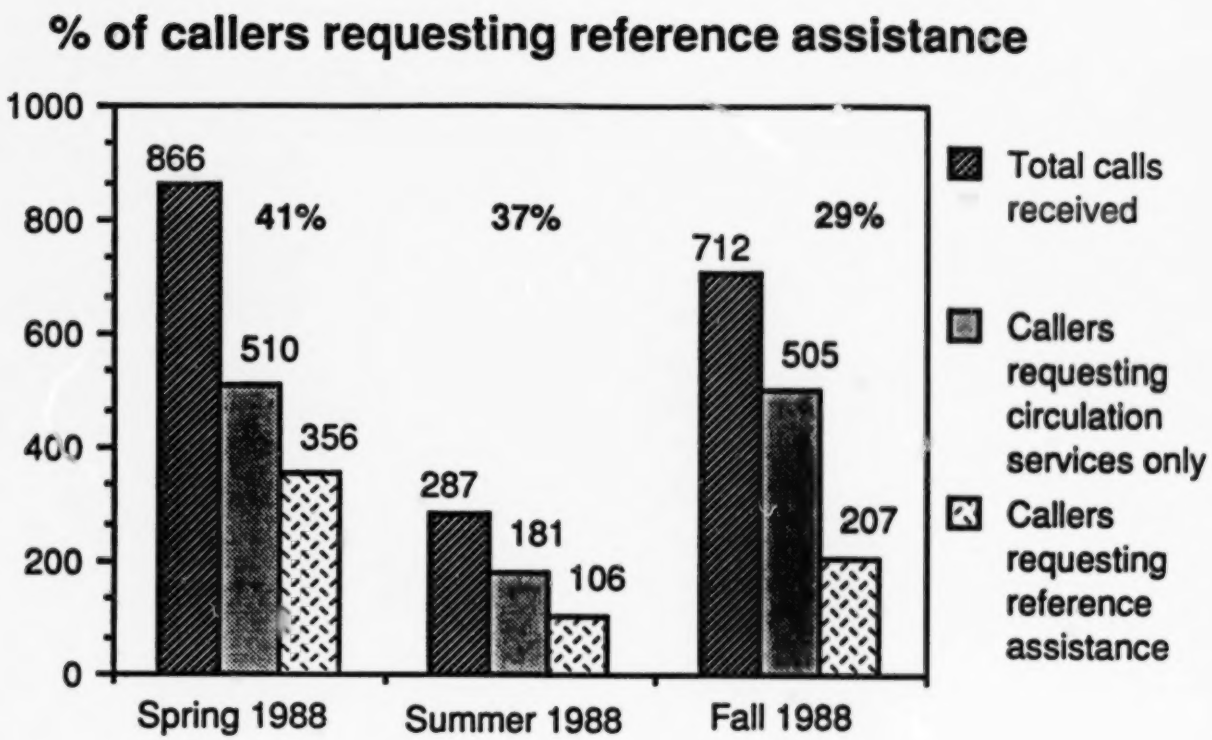
1,813

FALL 1987

TOLL-FREE CALLS:	455
NUMBER OF CITATIONS:	2,900

note: Detailed statistics began to be compiled only in January 1988, when the Extended Campus Librarian was hired.

APPENDIX VII



This graph shows the number of incoming requests for three semesters and the number and percentage of which call for reference assistance. In every semester to date, calls requiring reference assistance have been fewer than one-half of all received.

APPENDIX VIII

Spring 1988

QUESTIONNAIRE FOR EXTENDED CAMPUS STUDENTS

To better serve you, the extended campus student, W.K.U. Libraries developed services last fall to give access to library materials via a toll-free telephone number. At this time we would appreciate your opinions about this service. Please take a few minutes to complete this survey.

PART I. Check items that apply.

Extended Campus student: Undergraduate _____ Full-time _____
Graduate _____ Part-time _____

Location of course: Glasgow _____
Owensboro _____
Ft. Knox _____
Russellville _____
Other (fill in) _____

I also take class(es) in _____.

I used W.K.U. library services for extended campus students:

Fall semester 1987 _____ approximately _____times.
Spring semester 1988 _____ approximately _____times.

(Fall 1987) I requested books _____. Approx. total _____.
(Fall 1987) I requested journal articles _____. Approx. total _____.

(Spring 1988) I requested books _____. Approx. total _____.
(Spring 1988) I requested journal articles _____. Approx. total _____.

Materials were delivered to me by: Mail _____
Courier _____
Telefax _____
Other _____

PART II. Indicate to which extent you agree or disagree.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree N= Not applicable

1. Extended campus library services are useful to me in my studies. 1 2 3 4 5 6 N

2. The persons who answer the toll-free number are polite. 1 2 3 4 5 6 N

3. The persons who answer the toll-free number are knowledgeable about library services available to extended campus. 1 2 3 4 5 6 N

4.	Materials I request by calling the toll-free number and providing my own citations are usually available.	1	2	3	4	5	6	N
5.	If I provide titles of books I need when I call, I usually receive the books when I need them.	1	2	3	4	5	6	N
6.	If I provide citations to journal articles I need, I usually receive copies of the articles on time.	1	2	3	4	5	6	N
7.	When I need reference assistance, the reference librarian calls me back at the time I request.	1	2	3	4	5	6	N
8.	The reference librarian is polite and willing to help.	1	2	3	4	5	6	N
9.	The reference librarian understands my research needs when we discuss my subject.	1	2	3	4	5	6	N
10.	The materials I receive as a result of my request for reference assistance are usually pertinent to my assignment.	1	2	3	4	5	6	N
11.	The materials I receive as a result of my request for reference assistance are delivered on time.	1	2	3	4	5	6	N
12.	I perform some preliminary searching in indexes at my local library before calling the toll-free number.	1	2	3	4	5	6	N
13.	If a COM of Western's libraries' holdings is available, I use it before calling the toll-free number.	1	2	3	4	5	6	N
14.	I was already aware of library services to extended campus students before the extended campus librarian visited my class.	1	2	3	4	5	6	N
15.	A personal visit to my class by the extended campus librarian was worthwhile.	1	2	3	4	5	6	N
16.	I would like additional instruction in the use of the library, to take place during the class(es) I am taking.	1	2	3	4	5	6	N
17.	I would like to take a special class in use of the library.	1	2	3	4	5	6	N
18.	I feel I do not need any additional instruction in how to use the library.	1	2	3	4	5	6	N

19.	I prefer to call the toll-free number to make requests for library materials than to visit the main library on campus.	1	2	3	4	5	6	N
20.	I prefer to use the main library on campus.	1	2	3	4	5	6	N
21.	I intend to continue using the extended campus library services the next time I take an extended campus class.	1	2	3	4	5	6	N
22.	I would recommend the WKU Extended Campus Library Services to my friends who take extended campus classes.	1	2	3	4	5	6	N

List library services now available to extended campus students that you find most useful:

_____

_____

_____

List library services now available to extended campus students that you feel are unnecessary:

_____

_____

_____

List library services you would like to receive from WKU Extended Campus Library Services:

_____

_____

_____

Additional comments: _____

_____

_____

_____

_____

THANK YOU FOR PARTICIPATING IN THIS SURVEY.

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APPENDIX IX

A FIVE YEAR PLAN FOR EXPANDED EXTENDED CAMPUS LIBRARY SERVICES

	1989-90	1990-91	1991-92	1992-93	1993-94
STAFF		Upgrade half-time library assistant to full time		add second full time professional librarian	
RESOURCES	Add Wilson indexes in Russelville center	Purchase InfoTrac Workstations for four centers	Purchase Magazine Collection (IAC) for main library		Purchase Business Collection (IAC) for main library
ACCESS		Purchase fiche duplicator and cancel ERIC fiche collection in Owensboro	Install TOPCAT terminals in four centers		Provide Dial Access and Dial Order Services
PROGRAM EVALUATION AND NEEDS ASSESSMENT	On an annual basis, evaluate staffing, library resources and facilities. Improve data collection from Extended Campus Library Centers.				
GOALS AND POLICIES	Develop a statement of objectives and goals				